

Statistics for Sociology (SOCI 3330.001)

Texas A&M University-San Antonio, Spring 2025

Tuesdays & Thursdays (11:00am-12:15pm), Science & Technology Bldg 122

Instructor: Dr. Sarah Pollock

spollock@tamusa.edu

Preferred pronouns: she/her

Office Hours: virtual, by appointment

This syllabus contains policies and expectations I have established for this course. Please read the entire syllabus carefully and refer to it regularly throughout the semester.

Course Description

Regardless of how you feel about statistics, the goal of this course is to help you develop your quantitative reasoning skills and become an educated consumer of statistical information. This course is designed to introduce you to basic statistical concepts and teach you how to apply these concepts in the social sciences. You will learn how to calculate statistics, but more importantly, you will learn how to understand the meaning of statistics and how to think critically about them. We will cover the uses and interpretation of descriptive and inferential statistics, the requirements of valid statistical sampling, the basis of statistical inference, and the analysis of statistical data.

Pedagogical Approach

I am here to facilitate you getting the most out of our course. I will prioritize supporting you compassionately as we navigate the semester while simultaneously maintaining high standards and expectations. In that light, please communicate with me regularly about any barriers you are facing and how we can work together to achieve what you want to accomplish.

Let's build a community of learners! This class uses an **active, team-based learning approach**. Active learning shifts the dynamic of the classroom from one where I lecture and you passively learn, to one where you are expected to actively engage with the course material and focus on how it can be applied to enhance your sociological understanding of society and social issues. Team-based learning facilitates the development of skills such as collaboration, creativity, critical thinking, and communication (these are 21st century skills that are necessary regardless of what you end up doing after college). This means that you will be assigned to a team with which you will work throughout the semester on in-class activities and assignments. Team-based learning enhances learning and accountability, enhances the quality of class discussion, and fosters student collaboration and integration. Students in team-based learning classes say they get a lot more out of the course and develop lasting friendships.

Course Catalogue Description

This course introduces students to descriptive and inferential statistics. Students will learn to use professional statistics software to conduct analyses and incorporate the results into the research process. Required for all sociology majors and for BAAS degrees with a sociology concentration.

Prerequisite(s): SOCI 3310 and any one of the following: MATH 1314, MATH 1324, MATH 1332 or MATH 1342. Credit may not be obtained in both SOCI 3330 and SOCI 3381.

Corequisite(s): SOCI 3320. This course is prerequisite for SOCI 4392. Credit may not be obtained in both SOCI 3330 and SOCI 3381.

TSI Restriction(s): Reading, Math, and Writing

Course Objectives

Upon successful completion of the course, you should be able to:

- interpret and represent quantitative information to analyze real-world problems
- use analytic techniques in both descriptive and inferential methods, including mean, median, mode, standard deviation, sampling, hypothesis testing, t-tests, chi-square, and linear regression
- interpret statistical results involving univariate and multivariate statistical analysis
- open a dataset and interpret basic results in statistical software (Stata)
- explore and work with secondary data in preparation for conducting your own research

Required Readings and Materials

Required Readings

David Diez, Mine Cetinkaya-Rundel, Christopher Barr and OpenIntro. 2019. *OpenIntro Statistics: Fourth Edition*. <https://leanpub.com/openintro-statistics> (.pdf available on Blackboard)

The required textbook for this class is open source, which means that it is free. A .pdf copy of the textbook and all course materials are available on Blackboard.

Required readings and materials are indicated on Blackboard under the week they are due. You should plan to finish the assigned reading early in the week so that you are able to participate in class and complete the assignments.

Required Materials

A calculator with basic functions, including square root function (*bring your calculator to every class*)

Teams

Team-based learning shifts the dynamic of the classroom from one where I lecture and you passively learn, to one where you all work together in teams to actively learn the materials. Team-based learning facilitates the development of skills such as collaboration, creativity, critical thinking, and communication (these are 21st century skills that are necessary regardless of what you end up doing after college!).

Communication Plan

- I will post announcements and updates on Blackboard. Check these multiples times a week.
- Email is the best way to get in touch with me (spollock@tamusa.edu). I try to reply within 48 hours of receiving email, except on weekends and holidays.
- Please use your university email address and specify which course and section you are taking with me.
- Reach out with questions or concerns: communication is key!

Pace of Course

- This is a 3-credit course. Therefore, you should plan to dedicate at least 2.5 hours per week to class meetings and at least 4 hours per week to reading and working on assignments. You may need to set aside additional time for coursework.
- What does that mean for you? The following tips can help you be successful:
 - If possible, try to organize your schedule and other obligations so that you have dedicated blocks of time reserved to work on our coursework.
 - Use a reliable system for keeping track of course responsibilities (both suggested and required due dates) such as a planner/calendar, reminders on your phone, to do lists, etc.
 - Plan your time so that you can complete readings and assignments before the deadlines and ask questions well ahead of due dates.
 - Spread your work out over multiple days so that you aren't doing everything last minute; this strategy is helpful for managing stress and will improve the quality of your work.
 - Communicate with me immediately if you are having trouble with the pace of the course so that we can work together to figure out a solution.

Graded Components

Components	Percentage	Letter Grade Calculation*
Engagement (contributions to class discussion, in-class activities, attendance, etc.)	15	A = 100 to 90 B = 89.9 to 80
Assignments	35	C = 79.9 to 70
Exam 1	15	D = 69.9 to 60
Exam 2	15	F = Below 60
Exam 3	20	<i>* I do not round up grades or negotiate grades at the end of the semester.</i>
Total	100	

Engagement

The course requires your attendance at every meeting since each class meeting builds on the work from prior meetings. If you are unable to attend class, you do not need to show me documentation for your absence, but I encourage you to communicate with me by email beforehand or within 24 hours of the missed meeting. If you miss a class, I recommend that you get notes from at least two classmates. Missing more than half of the class meetings (either by lack of attendance or participation) will automatically result in failing the course.

Engagement in class means coming to class on time, being attentive, and contributing substantively to class and team activities. The more involvement and questions raised in class, the better! If you are hesitant to speak up in class for any reason, please discuss this with me at the beginning of the semester.

In-Class Exercises are designed to help you stay on top of material and practice calculations (which will prepare you to participate in class and also help you do well on exams). You will complete these exercises with your teams. There are no make-ups for any in-class exercises unless you receive permission from me before your absence.

Assignments

Assignments provide practice applying what we have learned. I recommend that you complete the assignments on your own, although working together is acceptable as long as you do not copy someone else's work.

Assignments will be distributed in class.

You must complete and turn in each assignment before or at the very beginning of class. I do not provide credit for late assignments unless you receive email permission from me before the due date or within 24 hours following it. If you receive written permission from me to submit

late work, I may deduct 10% per day or mark your work as incomplete (partial credit). If late work becomes a pattern, extensions will no longer be provided.

Please email me or make an appointment with me for office hours if you have difficulty completing the assigned problems. There are also tutoring services available from the university.

Exams

There will be three take-home exams for this class. Please be prepared to shift to in-person exams if the need arises.

The examination structure will consist of a mix of question types (such as multiple choice, calculations, and short answer) covering class material including readings and material presented in class. You may use your textbook during the exams and I also recommend preparing a sheet of notes as part of preparing for the exam and to use a quick reference.

You must make arrangements with me AHEAD OF TIME if you need to reschedule an exam. I understand that emergencies happen, but you need to communicate a valid excuse PRIOR to the due date of the exam or provide written verification of medical or other emergency within 24 hours of the exam.

Course Outline

(Subject to adjustment)

Complete all readings and assignments before coming to class.

Week 1: Introduction and Descriptive Statistics

Tues 1/21 – Intro to Statistics

Thurs 1/23 – Intro to Descriptive Statistics, Variables, and Levels of Measurement

For Week 2:

- Read textbook section 1.2 Data basics
- Read textbook section 1.3 Sampling principles and strategies
- Complete the “Student Info” sheet (last page of the syllabus)

Week 2: Variables, Levels of Measurement, and Descriptive Statistics

Tues 1/28 – Variables, Levels of Measurement, and Frequency Distributions

Thurs 1/30 – Variables, Levels of Measurement, and Frequency Distributions

For Week 3:

- Read textbook section 2.1 Examining numerical data
- Read textbook section 2.2 Considering categorical data

- Assignment 1** on variables due Tues 2/4 at the start of class

Week 3: Descriptive Statistics and Measures of Central Tendency

Tues 2/4 – Frequency Distributions and Measures of Central Tendency
Thurs 2/6 – Measures of Central Tendency

For Week 4:

- Read textbook section 3.1 Defining probability
- Assignment 2** on frequency distributions due Tues 2/11 at the start of class

Week 4: Measures of Variability and Dispersion

Tues 2/11 – Measures of Variability
Thurs 2/13 – Measures of Variability

For Week 5:

- Assignment 3** on central tendency and variability due Tues 2/18 at the start of class
- Review for Exam 1

Week 5: Exam 1

Tues 2/18 – Catch up day; Review for Exam 1
Thurs 2/20 – Catch up day; Review for Exam 1

For Week 6:

- Read textbook section 4.1 Normal distribution
- Exam 1** due Tues 2/25

Week 6: Normal Distribution and Z Scores

Tues 2/25 – Normal Distribution and Z Scores
Thurs 2/27 – Normal Distribution and Z Scores

Resources: Interactive normal curve with Z scores:

<https://www.mathsisfun.com/data/standard-normal-distribution-table.html>

For Week 7:

- Read textbook section 5.1 Point estimates and sampling variability
- Assignment 4** on the normal distribution due Thurs 3/6 at the start of class

Week 7: Inferential Statistics and Sampling Distributions

Tues 3/4 – Normal Distribution and Z Scores

Thurs 3/6 – Sampling Distributions

For Week 9:

- Read textbook section 5.2 Confidence intervals for a proportion
- Read textbook section 5.3 Hypothesis testing for a proportion

Week 8: Spring Break

No classes

Week 9: Confidence Intervals and Estimation

Tues 3/18 – Confidence Intervals and Estimation

Thurs 3/20 – Confidence Intervals and Estimation

Resources: Confidence interval interactive activity:

http://inspire.stat.ucla.edu/unit_10/activity.php

For Week 10:

- Read textbook section 7.1 One-sample means with the t -distribution
- Read textbook section 7.2 Paired data
- Read textbook section 7.3 Difference of two means
- Assignment 5** on sampling distributions and confidence intervals due Tues 3/25 at the start of class

Week 10: One-Sample and Two-Sample Hypothesis Testing

Tues 3/25 – One-Sample Hypothesis Testing and the t Distribution

Thurs 3/27 – One- and Two-Sample Hypothesis Testing and the t Distribution

For Week 11:

- Review textbook section 7.1, 7.2, and 7.3
- Assignment 6** on one- and two-sample hypothesis testing due Thurs 4/3 at the start of class
- Review for Exam 2

Week 11: One-Sample and Two-Sample Hypothesis Testing; Exam 2

Tues 4/1 – Two-Sample Hypothesis Testing and the t Distribution

Thurs 4/3 – Catch up day; Review

For Week 12:

- Exam 2** due Tues 4/8 at the start of class
- Read textbook section 6.3 Testing for goodness of fit using chi-square

- Read textbook section 6.4 Testing for independence in two-way tables

Week 12: Chi-Square Tests

Tues 4/8 – Chi-Square Tests
Thurs 4/10 – Chi-Square Tests

For Week 13:

- Read textbook section 8.1 Fitting a line, residuals, and correlation
- Read textbook section 8.2 Least squares regression
- Read textbook section 8.3 Types of outliers in linear regression
- Read textbook section 8.4 Inferences for linear regression
- Work on **Assignment 7** on chi-square tests

Week 13: Correlation and Linear Regression

Tues 4/15 – Chi-Square Tests
Thurs 4/17 – Overview of correlation and linear regression

For Week 14:

- Read textbook section 9.1 Introduction to multiple regression
- Read textbook section 9.5 Introduction to logistic regression
- Assignment 7** on chi-square tests due Tues 4/22 at the start of class
- Work on **Assignment 8** on correlation and regression

Week 14: Linear Regression and Multiple Linear Regression

Tues 4/22 – Linear regression
Thurs 4/24 – Linear regression and multiple linear regression

For Week 15:

- Assignment 8** on correlation and regression due on Tues 4/29 at the start of class

Week 15: Determining which Hypothesis Test to Use

Tues 4/29 – Determining which hypothesis test to use, interpretations
Thurs 5/1 – Review for Exam 3

Final Exam Week

TBD – **Exam 3** due to Dr. Sarah's office CAB 350C (time to be determined)

Class Policies

Controversial Subject Matter

Student participation and class discussion are highly valued and encouraged. We will be exploring several potentially sensitive topics such as prejudice, discrimination, stereotypes, violence, and so forth. Mutual respect is key in this class. **I will not tolerate disrespect** under any circumstance. I ask that everyone is respectful of other people's comments and questions even if you disagree. It is crucial for all of us to work together to create an environment in which we can discuss social issues in a non-judgmental way. If you find a comment that I or another student makes to be insensitive or disrespectful, please speak up and explain your thoughts or feelings in a civil manner or discuss the issue with me in private.

I expect everyone to come to class with an open mind. You are encouraged to raise alternative viewpoints. However, you will be asked to think critically about your (and your classmates') world view, beliefs, and biases in an academic manner. You will be evaluated on your ability to explain and analyze various perspectives regardless of whether or not you think they are accurate. Keep in mind that the goal of a college education is to learn about different perspectives, how to analyze them academically according to a particular discipline's approach, and how to make arguments supported by scholarly evidence. Rather than dictating what you should think, this course is aimed at enhancing your ability to think critically.

Active engagement is highly encouraged and rewarded. I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion. If you are having difficulty with participating or feel intimidated in any way, please come and see me early in the semester and we can work together to find a solution.

Other Expectations

I expect you to regularly check both Blackboard and your TAMUSA email. This is how I will get in touch with you, and it is the best way to get in touch with me.

I also expect that you will use Blackboard to access required readings, to submit your assignments, and to review feedback that I provide on your work. You are responsible for doing so and should contact me in a timely manner (and before assignments are due!) should you have any difficulty. Since this course focuses substantially on writing, failure to turn in writing assignments on time may result in failure of the course.

It is your responsibility to get in touch with me early in the semester if you are struggling in the course or have questions. I am more than happy to work with you, but I cannot do so unless you communicate with me. I expect students to take advantage of my office hours, especially if the material or assignments seem difficult or if you are facing barriers to your success.

The University policy on withdrawal allows students only a limited number of opportunities available to withdraw from courses. It is important for you to understand the financial and academic consequences that may result from course withdrawal.

Syllabus Adjustments

Any modifications to this syllabus will be announced in class and posted on Blackboard. Students are responsible for knowing all in-class announcements and Blackboard announcements/adjustments.

Religious Accommodation

Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition.

Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

If you will be observing any religious holidays this semester which will prevent you from attending a regularly scheduled class or interfere with fulfilling any course requirement, please contact me to make appropriate arrangements within two weeks of the beginning of the semester (or three days before any holidays which fall within the first two weeks of class).

Grades

I maintain course grades on Blackboard and it is possible that I occasionally enter an incorrect grade (i.e., sometimes I make a mistake). Please check the feedback I provide on your assignments and your grades via Blackboard throughout the semester and address any concerns immediately: do not wait until the end of the semester.

University Policies & Resources

Academic Accommodations for Persons with Disabilities

The Americans with Disabilities Act Amendments Act (ADAAA) of 2008 and the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights protection for persons with disabilities. Title II of the ADAAA and Section 504 of the Rehabilitation Act require that students with disabilities be guaranteed equal access to the learning environment through the provision of reasonable and appropriate accommodation of their disability. If you have a diagnosed disability that may require an accommodation, please contact Disability Support Services (DSS) for the coordination of services. The phone number for DSS is (210) 784-1335 and email is dss@tamusa.edu.

If you have a disability and need academic accommodations, please provide a letter of accommodation from Disability Support Services early in the semester. I am not able to provide accommodations without verification from DSS.

Academic Dishonesty Policy

Students at Texas A&M University-San Antonio are expected to adhere to the highest standards of academic honesty and integrity. Academic dishonesty for which a student is subject to penalty includes cheating, plagiarism, fabrication, multiple submissions, misrepresentation of academic records, facilitating academic dishonesty, unfair advantage, violating known safety requirements and ethical misconduct. This includes holding other students to the same standards and reporting any incidents of alleged violation of the honesty policy to the instructor involved or, if necessary, to the appropriate academic department head. All students are responsible for being familiar with the Academic Dishonesty Policy, which may be found in the Texas A&M University-San Antonio Student Handbook.

University policy prescribes serious consequences for acts of academic dishonesty including, but not limited to, a grade of 'F' on the particular paper or assignment, a failing grade in the course, or possible expulsion from the University. Considering the potential consequences of academic misconduct, it is obviously in students' best interests to avoid even the appearance of such behavior. If you are ever unclear whether a specific act might constitute academic misconduct, please contact your instructor for an assessment of the situation.

All student written assignments are subject to analysis by anti-plagiarism software.

If you are unsure about what plagiarism is, please take the plagiarism course offered through the university library. Not understanding plagiarism rules will not be accepted as a justification for plagiarized work. Here are the basics:

- Any time you use ideas or information from any other source, you must add a complete citation (including situations in which you do not use the author’s words);
- A citation is made up of two parts: the internal citation (also called an in-text citation) at the point in your paper where the idea or information was used and an end citation (also called external citation) in your works cited or references section at the end of your paper. Both must be present to be considered a citation;
- If you use another person’s words, they must be cited, they must be in quotation marks, and the internal citation must include a page number if the source is a book or article; and
- A paper that is substantially composed of quotes does not qualify as independent student work and will be treated as plagiarism, even if properly cited.

Artificial Intelligence (AI) Use Policy

This is not a campus-wide policy and only applies to this course. This policy may change, with prior notice, to reflect developments in technology.

Generative AI tools, such as ChatGPT, may only be used in this course for preparatory activities such as brainstorming, editing text, outlining, etc. Students are responsible for providing proper attribution and full transparency about their use of AI, with the aim of becoming informed digital citizens.

Note that generative AI can produce questionable results, including misinformation, nonexistent references, and bias, and its responses are often bland. When using generative AI, students are responsible for revising its responses to meet the assignment prompts and to be accurate, authentic, and relevant to your unique perspectives and creative thoughts.

For each usage, documentation of the following process is required:

- Cite your prompts to any AI tool that informed your work.
- Cite the AI tool and provide its entire response in quotation marks.
- Edit the AI tool’s response to include your own original thoughts and style of writing and to meet the assignment requirements. In other words, you may not submit assignments generated entirely by artificial intelligence.
- Use quotations in your work to any text generated by AI and cite the tool.
- Validate any AI-generated content with reliable references and cite these.

Failure to follow these instructions will be considered academic misconduct and consequences will follow University policies.

When you use generative AI, you are also encouraged to review that tool’s “terms of use” with regard to data privacy and raise any concerns with your instructor.

Adapted from Kristopher Purzycki (University of Wisconsin-Green Bay, 18 Jan 2023) (CC BY 4.0) @ Medium.

Academic Learning Center

All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center is an appointment-based center where appointments are made through the Navigate platform. Students access Navigate through Jagwire in the Student Services tab. The Center is active on campus outreaching to students to highlight services offered. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu or calling (210)-784-1332. Appointments can also be made through JagWire under the services tab.

Counseling Resources

As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you or someone you know is experiencing life stressors, emotional difficulties, or mental health concerns at Texas A&M University – San Antonio, please contact the Student Counseling Center located in Modular C, Room 166 (Rear entrance) or call 210-784-1331 between the hours of 8:00AM and 5:00PM, Monday through Friday. After-hours crisis support is available by calling 210-784-1331 (select option “2”). Please contact UPD at 911 if harm to self or harm to others is imminent.

All mental health services provided by the Student Counseling Center are free, confidential (as the law allows), and are not part of a student’s academic or university record. The Student Counseling Center SCC provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information, please visit www.tamusa.edu/studentcounseling

Emergency Preparedness

JagE Alert is Texas A&M University-San Antonio’s mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email and/or phone call with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>

More information about Emergency Preparedness and the Emergency Response Guide can be found here: <https://www.tamusa.edu/upd/index.html>

Financial Aid and Verification of Attendance

According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Meeting Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students (DOS@tamusa.edu) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources they may possess.

Military Affairs

Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, and special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots’ Casa in-person room 202, or to contact the Office of Military Affairs with any questions at military@tamusa.edu or (210)784-1397.

Pregnant/Parenting Students

Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide reasonable accommodations to pregnant students that would be provided to a student with a temporary medical condition and that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Statement about Harassment and Discrimination

Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, or gender expression.

If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. TAMUSA has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware that many A&M-San Antonio employees, including all faculty members, are required reporters. This means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, I must report the information to the Title IX Coordinator. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact the Student Counseling Center at (210) 784-1331, Modular C. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need. Additional information about your options is also available at <http://www.tamusa.edu/businessaffairs/titleix/index.html>

If you wish to receive information from a center that is not affiliated with the university, you may want to call the National Sexual Assault Hotline at 1-800-656-4673 (<https://www.rainn.org/>).

Students' Rights and Responsibilities

All students are required to follow all policies and regulations as set forth by The Texas A&M University System. This includes the A&M-San Antonio Student Code of Conduct. For more information, please see the Texas A&M University-San Antonio Student Handbook.

The Six-Drop Rule

Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

University Email Policy and Course Communications

All correspondence between professors and students must occur via University email accounts. You must have Jaguar email account ready and working. If it is not working, contact the help desk at sahelp@tamusa.tamus.edu or at 210-784-4357. If you don't hear back from them within 48 hours, contact them again. They have a lot of requests during the first part of the semester, so you may need to check up on them. I will distribute course materials, including announcements and updates, via Blackboard, so I encourage you to log-in to that system at least twice per week.

Writing, Language, and Digital Composing Center

The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://www.tamusa.edu/student-resources/writing-center/index.html>

STUDENT INFO
PLEASE RESPOND TO THE FOLLOWING

Name as it appears in the class roster:

Preferred name (if different from above) and/or pronunciation and/or pronouns:

Age(ish):

In addition to Sociology, do you have an additional major(s) or minor(s)? If so, what?

Are you currently working (yes/no and hrs/wk)?

After you complete your undergraduate degree, what do you hope will come next for you?

What concerns, if any, do you have about this course?

Is there anything else you would like me to know so that I can better facilitate your learning this semester?